

# Active Engagement:

A Bridge From  
Teaching To Learning

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# EFFECTIVE AND INEFFECTIVE APPROACHES FOR SHAPING STUDENT BEHAVIOR

ADAPTED FROM  
*STRUCTURING YOUR CLASSROOM FOR ACADEMIC  
SUCCESS*

## EFFECTIVE

Preventive  
Whole Class  
Analytical  
Standardized

## INEFFECTIVE

Reactionary  
Individual  
Emotional  
Random

# What Helps Students Learn?

In their 1993 study on the relative influences on learning by different variables, Wang, Haertel and Wahlberg found that the strongest relationship was with group alerting. This was described as teachers using questioning strategies that maintain active participation by **all students**.

# Categories of Instructional Strategies That Affect Student Achievement by Marzano

Category	Ave. Effect Size (ES)	Percentile Gain	No. of ESs	Standard Deviation (SD)
Identifying similarities and differences	1.61	45	31	.31
Summarizing and note taking	1.00	34	179	.50
Reinforcing effort and providing recognition	.80	29	21	.35
Homework and practice	.77	28	134	.36
Nonlinguistic Representations	.75	27	246	.40
Cooperative learning	.73	27	122	.40
Setting objectives and providing feedback	.61	23	408	.28
Generating and testing hypotheses	.61	23	63	.79
Questions, cues, and advance organizers	.59	22	1,251	.26

# Some Interesting Facts

- Students are not attentive to what is being said in a lecture 40% of the time.
- Students retain 70% of the information in the first ten minutes of a lecture but only 20% in the last ten minutes.

Meyer & Jones, 1993.

# Three Elements Of Effective Pedagogy According To Marzano

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- Instructional strategies
- Management techniques
- Curriculum design

# What is “active learning”?

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Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues and concerns of an academic subject.

Meyers & Jones, 1993

# Types Active Engagement

- Group oral responses
- Paired partner responses
- Individual oral responses
- Written responses
- Physical responses

- Anita Archer



# **Benefits of Active Engagement**

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# ENGAGEMENT AND MOTIVATION

High levels of active engagement during lessons are associated with higher levels of achievement and student motivation.

Ryan and Deci, 2000

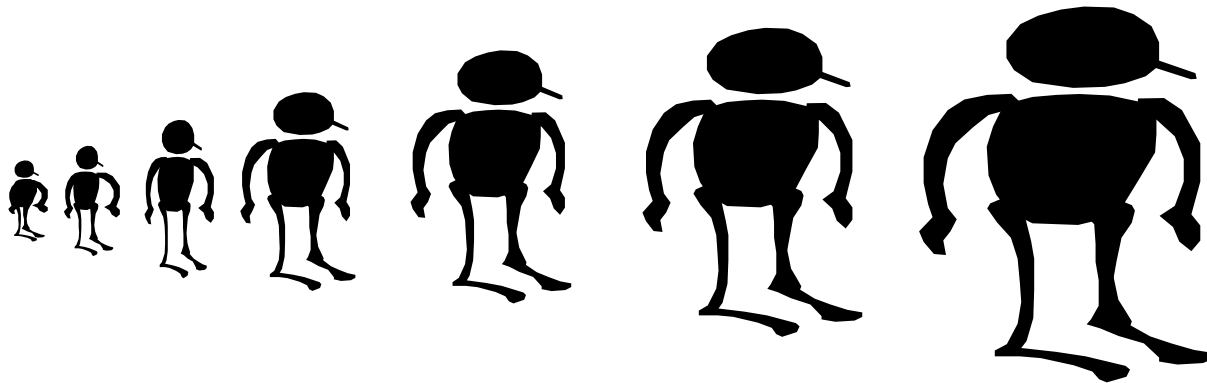
# Engagement and Direct Instruction

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Explicit and systematic teaching does not preclude the use of active engagement techniques. In fact, one of the most prominent features of well delivered direct instruction is high levels of active engagement on the part of all students.

# The Feedback Link

- Correction can't happen without feedback
- Feedback can't happen without monitoring
- Monitoring can't happen without student responses through active engagement



# Feedback is Crucial

One of the chief benefits of active engagement is that it allows us to give corrective feedback. In general, this feedback is most effective when it is explicit and specific. It is crucial that the teacher construct the feedback with certain basic understandings of what effective feedback looks like.

# Key Features of Feedback

- Occurs frequently
- Specific
- Corrective/reinforcing
- Non-punitive



# Activity With A Purpose

Not all classroom participation is created equal. Form that lacks purpose will produce a waste of time.



# Key Features of Effective Cooperative Groups



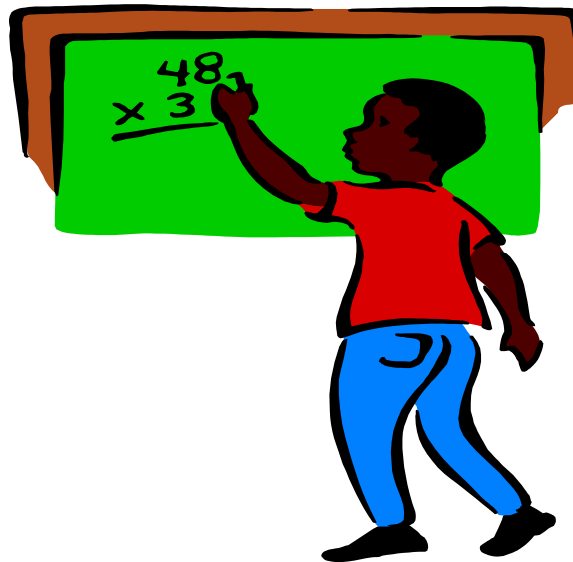
- Small size (2-4)
- Consistent but not overly frequent use
- Highly structured
- Both individual and group expectations and standards



# Some Dangers in Active Engagement

- Active engagement for its own sake
- Dressing bad instruction with student responses
- Forgetting your purpose
- Locking into one type of response
- Ignoring feedback data
- Making assumptions

Consistency x Time = Great Change



# Methods for Active Engagement

- Group
- Partner
- Individual – oral
- Written
- Physical

Dr. Anita Archer

# Steps for Group Response

- Give task
- Provide think time
- Signal
- Student response
- Monitor and give feedback

# Group Response Advantages and Disadvantages

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- Advantages
- Disadvantages

# Rules for Effective Use of Signals

- Signal after talking
- Don't vary signal pace
- Vary think time
- Always monitor response
- Everyone must answer
- Response must be unison
- Repeat until firm

# Places for Group Response

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# Steps for Partner Response

- Assign partners
- Choose partners one and two
- Give task
- Have partner 1 or 2 answer
- Monitor pairs as they share
- Bring answer to whole group
- Provide feedback



# THE RESEARCH SHOWS.....

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Peer work yields greater gains for:

- Students in grades 1-3
- Inner-city settings
- Low SES
- Minority Students

(Rohrbeck, et al., 2003)

# Paired Work Advantages and Disadvantages

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- Advantages
- Disadvantages

# Crucial Points for Paired Work

- Management (look-lean-whisper)
- Academic pairing
- Social pairing
- Set rules in advance
- Use in varied settings
- Pair with other responses

**REMEMBER!**

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Think  
Pair  
Share

# Places for Paired Response

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# Crucial Points for Individual Responses

- Use strategically
- Never make punitive
- Direct to all students
- Students should view as random
- Not used as default method
- Generally use when there is high probability of success

# Individual Oral Responses Advantages and Disadvantages

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- Advantages
- Disadvantages

# Places for Individual Oral Response





# Individual Written Responses Advantages and Disadvantages

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- Advantages
- Disadvantages

# Research Results for Note Taking

Synthesis Study	No. of Effect Sizes	Ave. ES	Percentile Gain
Henk & Stahl	25	.34	13
	11	1.56	44
Marzano, Gnadt, & Jesse	3	1.26	40
Hattie et. al	3	1.05	35
Ganske	24	.52	20

# Types of Written Response

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# Places for Written Response

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# **Remember!**

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**Model**

**Lead**

**Test**

# Tips for Better Lectures

- Ask questions frequently
- Provide written focus questions prior to the lecture
- Have students share answers with partner for questions posed during lecture
- Brisk pacing

# Active Engagement During Reading

- Choral reading - together.
- Cloze reading – fill in at a pause.
- Silent/whisper reading - monitor.
- Paired reading – student assistance \*.

\* See PALS from Vanderbilt University for further instruction in this method.

# Paired Reading Procedures

- Place in pairs
- Assign coach and reader role
- Pick appropriate text
- Teach coach to assist
- Assign portion for reading
- Have students take turns
- Monitor

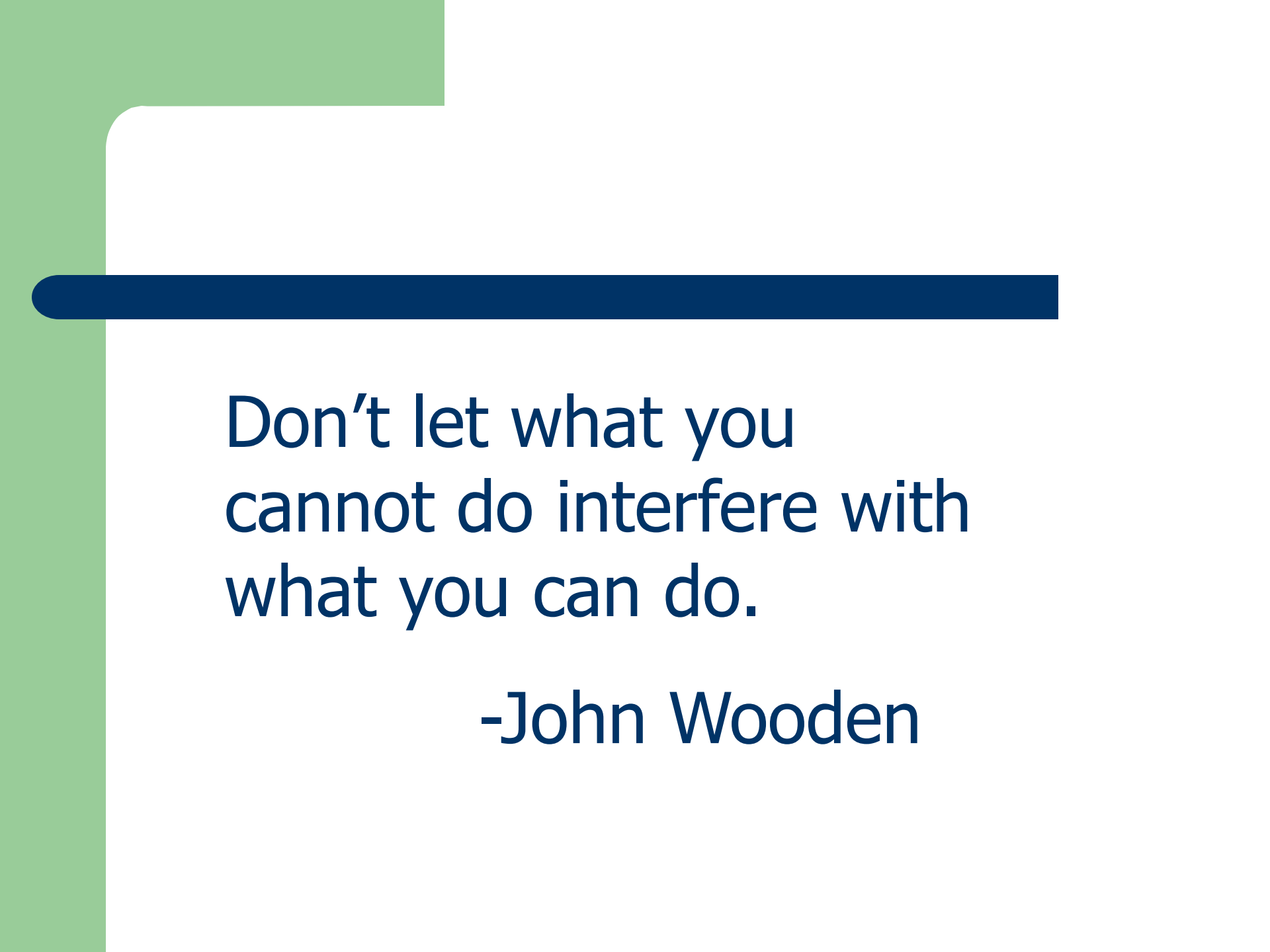


# Lesson Plan Notes

- G – group response
- PR – paired response
- O – individual oral response
- W – written response
- PH – physical response

# Let's Practice

- Pick a task
- Decide what the crucial learning is
- Identify areas that need response
- Add responses for maintaining attention
- Match the response with the need
- Note the type in plans



Don't let what you  
cannot do interfere with  
what you can do.

-John Wooden